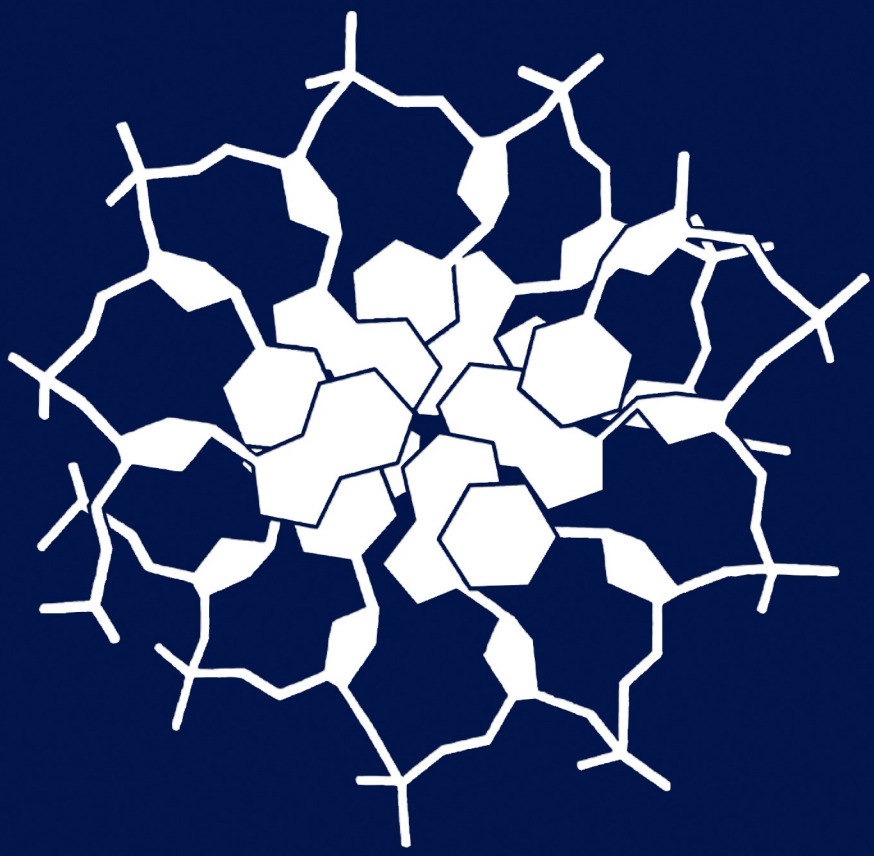
Biochemistry

EIGHTH EDITION



Jeremy M. Berg
John L. Tymoczko
Gregory J. Gatto, Jr
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To our teachers and our students

ABOUT THE AUTHORS

JEREMY M. BERG received his B.S. and M.S. degrees in Chemistry from Stanford (where he did research with Keith Hodgson and Lubert Stryer) and his Ph.D. in Chemistry from Harvard with Richard Holm. He then completed a postdoctoral fellowship with Carl Pabo in Biophysics at Johns Hopkins University School of Medicine. He was an Assistant Professor in the Department of Chemistry at Johns Hopkins from 1986 to 1990. He then moved to Johns Hopkins University School of Medicine as Professor and Director of the Department of Biophysics and Biophysical Chemistry, where he remained until 2003. He then became Director of the National Institute of General Medical Sciences at the National Institutes of Health. In 2011, he moved to the University of Pittsburgh where he is now Professor of Computational and Systems Biology and Pittsburgh Foundation Professor and Director of the Institute for Personalized Medicine. He served as President of the American Society for Biochemistry and Molecular Biology from 2011…2013. He is a Fellow of the American Association for the Advancement of Science and a member of the Institute of Medicine of the National Academy of Sciences. He received the American Chemical Society Award in Pure Chemistry (1994) and the Eli Lilly Award for Fundamental Research in Biological Chemistry (1995), was named Maryland Outstanding Young Scientist of the Year (1995), received the Harrison Howe Award (1997), and received public service awards from the Biophysical Society, the American Society for Biochemistry and Molecular Biology, the American Chemical Society, and the American Society for Cell Biology. He also received numerous teaching awards, including the W. Barry Wood Teaching Award (selected by medical students), the Graduate Student Teaching Award, and the Professor•s Teaching Award for the Preclinical Sciences. He is coauthor, with Stephen J. Lippard, of the textbook Principles of Bioinorganic Chemistry.

JOHN L. TYMOCZKO is Towsley Professor of Biology at Carleton College, where he has taught since 1976. He currently teaches Biochemistry, Biochemistry Laboratory, Oncogenes and the Molecular Biology of Cancer, and Exercise Biochemistry and coteaches an introductory course, Energy Flow in Biological Systems. Professor Tymoczko received his B.A. from the University of Chicago in 1970 and his Ph.D. in Biochemistry from the University of Chicago with Shutsung Liao at the Ben May Institute for Cancer Research. He then had a postdoctoral position with Hewson Swift of the Department of Biology at the University of Chicago. The focus of his research has been on steroid receptors, ribonucleoprotein particles, and proteolytic processing enzymes.

GREGORY J. GATTO, JR. , received his A.B. degree in Chemistry from Princeton University, where he worked with Martin F. Semmelhack and was awarded the Everett S. Wallis Prize in Organic Chemistry. In 2003, he received his M.D. and Ph.D. degrees from the Johns Hopkins University School of Medicine, where he studied the structural biology of peroxisomal targeting signal recognition with Jeremy M. Berg and received the Michael A. Shanoff Young Investigator Research Award. He completed a postdoctoral fellowship in 2006 with Christopher T. Walsh at Harvard Medical School, where he studied the biosynthesis of the macrolide immunosuppressants. He is currently a Senior Scientific Investigator in the Heart Failure Discovery Performance Unit at GlaxoSmithKline.

LUBERT STRYER is Winzer Professor of Cell Biology, Emeritus, in the School of Medicine and Professor of Neurobiology, Emeritus, at Stanford University, where he has been on the faculty since 1976. He received his M.D. from Harvard Medical School. Professor Stryer has received many awards for his research on the interplay of light and life, including the Eli Lilly Award for Fundamental Research in Biological Chemistry, the Distinguished Inventors Award of the Intellectual Property Owners• Association, and election to the National Academy of Sciences and the American Philosophical Society. He was awarded the National Medal of Science in 2006. The publication of his first edition of Biochemistry in 1975 transformed the teaching of biochemistry.

PREFACE

For several generations of students and teachers, Biochemistry has been an invaluable resource, presenting the concepts and details of molecular structure, metabolism, and laboratory techniques in a streamlined and engaging way. Biochemistry•s success in helping students learn the subject for the first time is built on a number of hallmark features:

€ Clear writing and simple illustrations. The language of biochemistry is made as accessible as possible for students learning the subject for the first time. To complement the straightforward language and organization of concepts in the text, figures illustrate a single concept at a time to help students see main points without the distraction of excess detail.

€ Physiological relevance. It has always been our goal to help students connect biochemistry to their own lives on a variety of scales. Pathways and processes are presented in a physiological context so students can see how biochemistry works in the body and under different conditions, and Clinical Application sections in every chapter show students how the concepts they are studying impact human health. The eighth edition includes a number of new Clinical Application sections based on recent discoveries in biochemistry and health. (For a full list, see p. xi)

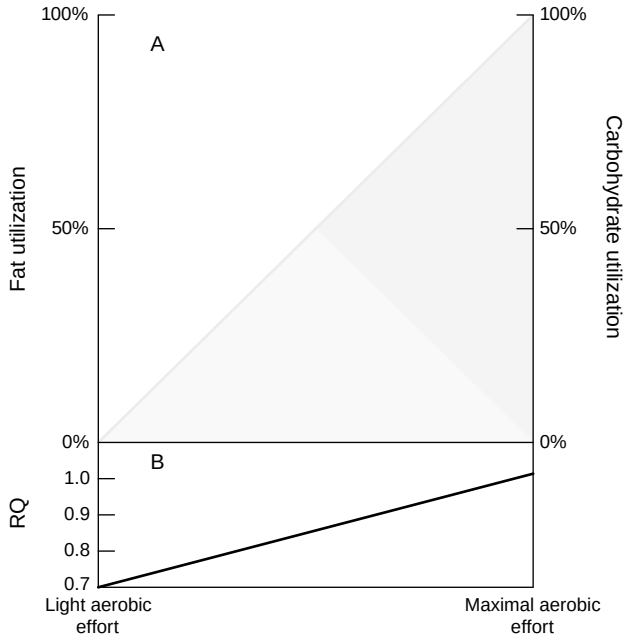

Figure 27.12 An idealized representation of fuels use as a function of aerobic exercise intensity. (A) With increased exercise intensity, the use of fats as fuels falls as the utilization of glucose increases. (B) The respiratory quotient (RQ) measures the alteration in fuel use.

€ Evolutionary perspective. Discussions of evolution are woven into the narrative of the text, just as evolution shapes every pathway and molecular structure described in the text. Molecular Evolution sections highlight important milestones in the evolution of life as a way to provide context for the processes and molecules being discussed. (For a full list, see p. x)

€ Problem-solving practice. Every chapter of Biochemistry provides numerous opportunities for students to practice problem-solving skills and apply the concepts described in the text. End-of-chapter problems are divided into three categories to address different problem-solving skills: Mechanism problems ask students to suggest or describe a chemical mechanism; Data interpretation problems ask students to draw conclusions from data taken from real research papers; and chapter integration problems require students to connect concepts from across chapters. Further problem-solving practice is provided online, on the Biochemistry LaunchPad. (For more details on LaunchPad resources, see p. viii)

€ A variety of molecular structures. All molecular structures in the book, with few exceptions, have been selected and rendered by Jeremy Berg and Gregory Gatto to emphasize the aspect of structure most important to the topic at hand. Students are introduced to realistic renderings of molecules through a molecular model •primerŽ in the appendices to Chapters 1 and 2 so they are well-equipped to recognize and interpret the structures throughout the book. Figure legends direct students explicitly to the key features of a model, and often include PDB numbers so the reader can access the file used in generating the structure from the Protein Data Bank website (www.pdb.org). Students

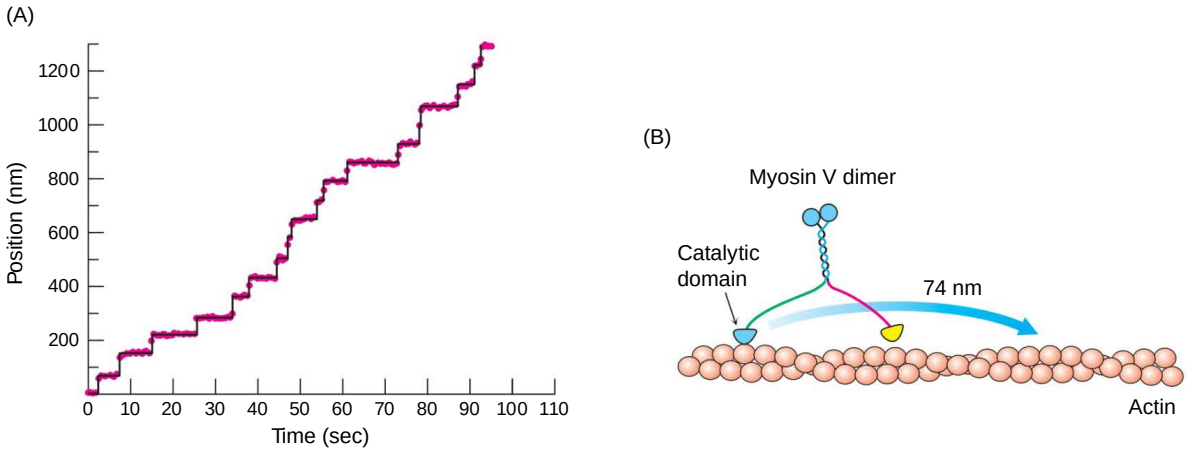

Figure 9.48 Single molecule motion. (A) A trace of the position of a single dimeric myosin V molecule as it moves across a surface coated with actin filaments. (B) A model of how the dimeric molecule moves in discrete steps with an average size of 74 6 5 nm. [Data from A. Yildiz et al., Science 300(5628)2061–2065, 2003.]

can explore molecular structures further online through the Living Figures, in which they can rotate 3D models of molecules and view alternative renderings.

In this revision of Biochemistry, we focused on building on the strengths of the previous editions to present biochemistry in an even more clear and streamlined manner, as well as incorporating exciting new advances from the field. Throughout the book, we have updated explanations of basic concepts and bolstered them with examples from new research. Some new topics that we present in the eighth edition include:

- Environmental factors that influence human biochemistry (Chapter 1)
- Genome editing (Chapter 5)
- Horizontal gene transfer events that may explain unexpected branches of the evolutionary tree (Chapter 6)
- Penicillin irreversibly inactivating a key enzyme in bacterial cell-wall synthesis (Chapter 8)
- Scientists watching single molecules of myosin move (Chapter 9)
- Glycosylation functions in nutrient sensing (Chapter 11)
- The structure of a SNARE complex (Chapter 12)
- The mechanism of ABC transporters (Chapter 13)
- The structure of the gap junction (Chapter 13)
- The structural basis for activation of the adrenergic receptor (Chapter 14)
- Excessive fructose consumption can lead to pathological conditions (Chapter 16)
- Alterations in the glycolytic pathway by cancer cells (Chapter 16)
- Regulation of mitochondrial ATP synthase (Chapter 18)
- Control of chloroplast ATP synthase (Chapter 19)
- Activation of rubisco by rubisco activase (Chapter 20)

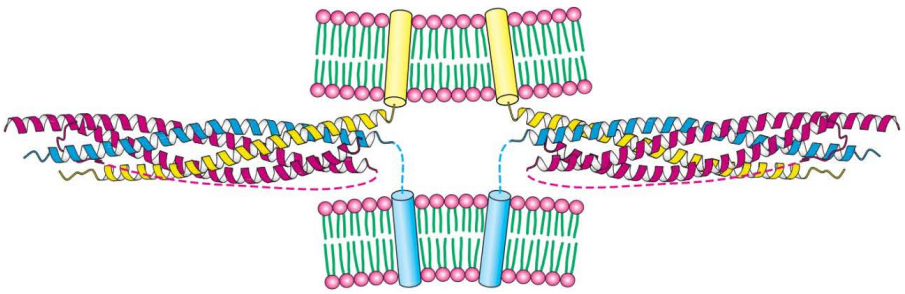

Figure 12.39 SNARE complexes initiate membrane fusion. The SNARE protein synaptobrevin (yellow) from one membrane forms a tight four-helical bundle with the corresponding SNARE proteins syntaxin-1 (blue) and SNAP25 (red) from a second membrane. The complex brings the membranes close together, initiating the fusion event. [Drawn from 1SFC.pdb.]

- The role of the pentose phosphate pathway in rapid cell growth (Chapter 20)
- Biochemical characteristics of muscle fiber types (Chapter 21)
- Alteration of fatty acid metabolism in tumor cells (Chapter 22)
- Biochemical basis of neurological symptoms of phenylketonuria (Chapter 24)
- Ribonucleotide reductase as a chemotherapeutic target (Chapter 25)
- The role of excess choline in the development of heart disease (Chapter 26)
- Cycling of the LDL receptor is regulated (Chapter 26)
- The role of ceramide metabolism in stimulating tumor growth (Chapter 26)
- The extraordinary power of DNA repair systems illustrated by Deinococcus radiodurans (Chapter 28)
- The structural details of ligand binding by TLRs (Chapter 34)

LaunchPad

All of the new media resources for Biochemistry will be available in our new system.

www.macmillanhighered.com/launchpad/berg8e

LaunchPad is a dynamic, fully integrated learning environment that brings together all of our teaching and learning resources in one place. It also contains the fully interactive e-Book and other newly updated resources for students and instructors, including the following:

- NEW Case Studies are a series of biochemistry case studies you can integrate into your course. Each case study gives students practice in working with data, developing critical thinking skills, connecting topics, and applying knowledge to real scenarios. We also provide instructional guidance with each case study (with suggestions on how to use the case in the classroom) and aligned assessment questions for quizzes and exams.
- Newly Updated Clicker Questions allow instructors to integrate active learning in the classroom and to assess students• understanding of key concepts during lectures. Available in Microsoft Word and PowerPoint (PPT).
- Newly Updated Lecture PowerPoints have been developed to minimize preparation time for new users of the book. These files offer suggested lectures including key illustrations and summaries that instructors can adapt to their teaching styles.
- Updated Layered PPTs deconstruct key concepts, sequences, and processes from the textbook images, allowing instructors to present complex ideas step-by-step.
- Updated Textbook Images and Tables are offered as high-resolution JPEG files. Each image has been fully optimized to increase type sizes and adjust color saturation. These images have been tested in a large lecture hall to ensure maximum clarity and visibility.
- The Clinical Companion, by Gregory Raner, The University of North Carolina at Greensboro and Douglas Root, University of North Texas, applies concepts that students have learned in the book to novel medical situations. Students read clinical case studies and use basic biochemistry concepts to solve the medical mysteries, applying and reinforcing what they learn in lecture and from the book.
- Hundreds of self-graded practice problems allow students to test their understanding of concepts explained in the text, with immediate feedback.
- The Metabolic Map helps students understand the principles and applications of the core metabolic pathways. Students can work through guided tutorials with embedded assessment questions, or explore the Metabolic Map on their own using the dragging and zooming functionality of the map.
- Jmol tutorials by Jeffrey Cohlberg, California State University at Long Beach, teach students

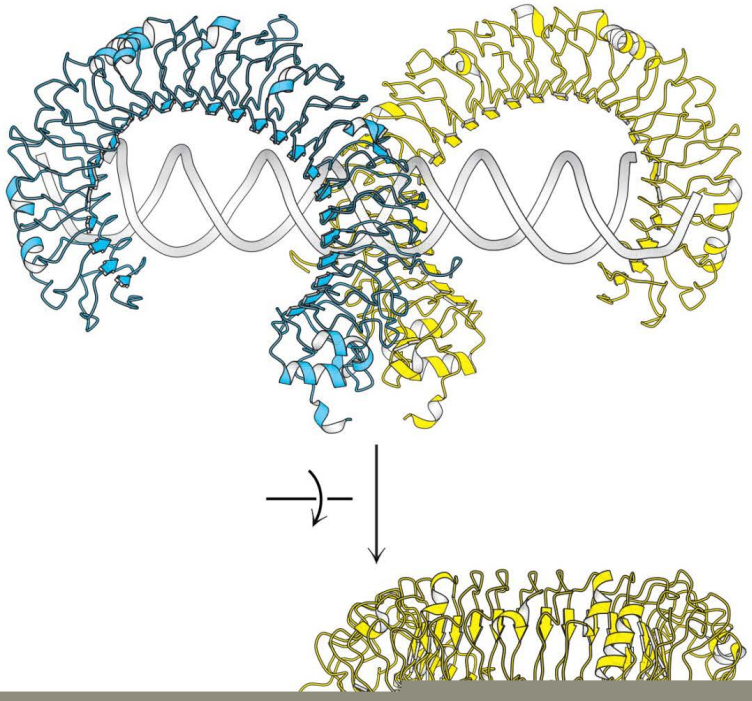

Figure 34.3 Recognition of a PAMP by a Toll-like receptor. The structure of TLR3 bound to its PAMP, a fragment of double-stranded RNA, as seen from the side (top) and from above (bottom). Notice that the PAMP induces receptor dimerization by binding the surfaces on the side of each of the extracellular domains. [Drawn from 3CIY.pdb].